Sample District Career Development Plan

District: Central CSD
Date: September 2004

School District Goals: (From Question 1 of CSIP)
Goal 1: All K-12 students will achieve at high levels in reading comprehension and be prepared for success beyond high school.
Goal 2: All K-12 students will achieve at high levels in mathematics and be prepared for success beyond high school.
Goal 4: All K-12 students will use technology in developing proficiency in reading, mathematics, and science

District Goals/Indicators:
- Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Reading Comprehension Test in grades 3-8 and the ITED Reading Comprehension Test in grades 9, 10, and 11, including data disaggregated by subgroup.
- Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS and ITED Mathematics Test in grades 3 - 11, including data disaggregated by subgroup.
- Percentage of students in grade 11 who achieve at the intermediate level or above on the Iowa Collaborative Assessment Modules.

District data: (From Question 1 of CSIP)

- Reading achievement on the ITBS is at the 66th percentile at grade 4 and has been rising for the past three years; for the 8th grade, reading is at the 59th percentile and has been falling for the past three years. Reading achievement on the ITED assessments for grade 11 appears to be stalled at the 65th percentile level.
- Elementary students with IEPs are below the state trajectory by 30 percentile points in reading and 25 points in math. Secondary students with IEPs are below the state trajectory by 22 percentile points in reading and 20 percentile points in math
- Low SES students are below the state trajectory by 15 percentile points in reading and 16 percentile points in math at the high school, and by slightly higher gaps at the middle school and smaller gaps at the elementary schools. The percentage of students performing in the advanced level at grade 11 has decreased by about two percentile points for each of the last four years.
- Reading and mathematics proficiency of 11th grade students participating in CTE programs is lower than the district's overall average for grade 11 students.
- Graduation rates are high for the general population but are decreasing for low SES and minority students.
- The number of high school students completing the core (4 years of English and 3 years each of mathematics, science, and social studies) is significantly lower than the number reporting desire to pursue post secondary education.

District professional development target for 04-05 school year:

Increase from 55% to 65% the percentage of students scoring at or above the 41st percentile on the ITBS/TED reading comprehension test, with special emphasis on students with an IEP and low SES students.

PD Content: Instruction that incorporates the use of graphic organizers and reciprocal teaching in reading comprehension in the content areas.

Research base: District PD leadership team reviewed multiple studies from the Iowa Content Networks, focusing on research on reading comprehension. They identified multiple studies with research designs of "4" and "5" for reciprocal teaching and graphic organizers that resulted in significant gains for students in the area of reading comprehension.

All Site Personnel: All grade 3-12 teachers will participate in training with reciprocal teaching and all k-12 teachers will participate in training with graphic organizers, with the possible exception of those teachers who rarely use text in their courses (e.g., P.E., music.)

Design for 04-05: Two days of training before school starts on Reciprocal Teaching with four follow-up sessions during the school year. Two days of training during school year on Graphic Organizers (beginning in November) with two follow-up sessions during the year. Training will include demonstrations in multiple subjects, in addition to theory and opportunities for practice.

August Day 1 and 2
Theory and research presentation and demonstrations of Reciprocal Teaching
Development of lessons by teacher teams, followed by peer teaching

> ➤ plan ways to apply the strategy
> ➤ develop initial implementation plan
> ➤ Choose instrument for formative data collection on reading comprehension

Four follow-up sessions for Reciprocal Teaching
Collaborative teams will submit questions/requests two weeks before trainer returns. Trainer will address questions, provide additional demonstrations, and supervise planning session. Leadership team will meet separately with trainer to share implementation and student reading comprehension data after sessions 2, 3, and 4.

November and January Days
Two days of training will be provided on Graphic Organizers. The trainer and leadership team will agree on two organizers with the strongest research base. Training will include an overview of Graphic Organizers, research on the two to

be learned, multiple demonstrations of the organizers, and opportunities for teachers to develop lessons using their own materials.

> ➢ plan ways to apply the strategy
> ➢ develop initial implementation plan

Two follow-up sessions for Graphic Organizers
Collaborative teams will submit questions/requests two weeks before trainer returns. Trainer will address questions, provide additional demonstrations, and supervise planning session.

Collaborative work at school sites: Collaborative teams will be organized by department (two to six members per team at the high school, by interdisciplinary teams at the middle school and by grade level teams at the elementary schools. Some of the teams will have a special education member. Administrators will participate as team members, except for the principals, who will rotate among teams.

Implementation Plan: An implementation plan will be designed separately for Graphic Organizers and Reciprocal Teaching. These plans will be developed by the District Leadership Team in conjunction with the two trainers and by school leadership teams. There will be some variation in implementation patterns, depending upon the amount of text students must master in various courses and at different grade levels.

Monitoring of Implementation: Each teacher will complete a brief log weekly that lists the date(s), the number of times the strategy was used, and describes how the strategy was used. Initially, the PD leadership team will collect and analyze the logs. As each faculty becomes skillful in using the strategies and logs, each collaborative team will analyze the implementation and student performance data of its members. The log will also document how often each teacher plans with their collaborative team and how often they observe each other. A teacher portfolio system will be introduced as part of the documentation for the evaluation system. The implementation data will be shared and discussed routinely in building meetings.

Administrators will conduct regular walkthroughs to get a sense of the fidelity of the implementation of both strategies. Both trainers will be asked to observe lessons in classrooms to provide additional information about fidelity.

Evaluation: <u>Formative</u>: Each collaborative team and the whole staff will collect, analyze, and discuss the student performance data at least four different times during the year. The building professional development teams will analyze collaborative team minutes, lesson plans, logs, and observation notes to

determine levels of implementation. <u>Summative</u>: Building-level summative evaluation will assess: 1) Student measures of reading comprehension, including achievement of the IEP and low SES subgroups; and 2) Student growth by level of teacher implementation to determine the strategies' effectiveness.

All buildings will forward their formative data to the district once a year, when ITBS and ITED data are collected. The format for these data will be provided by district and building leadership teams working collaboratively to design a uniform system for reporting data.